



## An Analysis of Non-English Foreign Language Students' Problem in Speaking

Afdilla Moulidya<sup>1</sup>, Misnawati<sup>2</sup>, Zuraini<sup>3</sup>

<sup>1,2,3</sup>English Department, Universitas Almuslim, Bireuen, Aceh, Indonesia

### ARTICLE INFO

#### Article history:

Received Oct 16, 2022  
Revised Nov 07, 2022  
Accepted Nov 21, 2022

#### Keywords:

The Students' Problem,  
Speaking English,  
Non-English Foreign  
Language Students

### ABSTRACT

This research is categorized into a case study used descriptive quantitative methodology because this research was to investigate the factors of the reasons why the students rarely speaking English. The instruments used to collect the data are speaking test and questionnaires. Based on the analysis of the students' speaking test, the researcher explained that the average percentage of the speaking test is 17,35 %, the percentage showed that the problems are faced by students was from many aspect, namely : Fluency aspect there were 4,23% of students are not fluently in speaking English. Vocabulary aspect there were 5,76% of students lack of vocabulary in giving an opinion. Grammar aspect there were 5,84% of students difficulties in mastering grammar. Comprehension aspect there were 7,23% of students understand what people said in English but they do not know how to respon them. Based on the analysis of the students' questionnaires, the researcher explained that the average percentage of the quesstionnaire is 3,12%, the percentage showed that the students faced some problems in speaking English, such as : first, the students are not fluently pronunciation in speaking English. Second, the students are not able in mastering vocabulary or lack of vocabulary when speaking English. And the last the students are lazy to study English because they did not understand about English Lesson.

*This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.*



#### Corresponding Author:

Misnawati,  
English Department,  
Universitas Almuslim,  
Jln. Almuslim Matanglumpangdua, Bireuen, Aceh, 24261, Indonesia,  
Email: misnawati@umuslim.ac.id

## INTRODUCTION

Speaking is the way to express our opinions or ideas about something, by constructing conversation with others, this activity gives an opportunity to share information and opinion, and to build good social relationship in speaking English as foreign language. Speaking English is very important for us in everyday life to improve our skills. The Researchers had done observations at SMKN 3 Lhokseumawe to find out the problems of students in speaking English. The Researchers observed the students while studied and they faced several problems in speaking in English, such as; first, there were students who did not want to speak in class because fear in making mistakes and the

teacher scolded them. Second, students feel that they were lack vocabulary in conveyed the ideas. Third, students felt confused about how they want to conveyed ideas. Fourth, students felt that speaking English is quite challenging for non-EFL students.

The student's awareness in learning English is also important as an effort in mastering speaking skill. Students must realize that learning English and mastering speaking skill useful for themselves to complete the job requirements after they graduated from their study. In order to get a better discussion in the research, the researchers want to formulate this problem formulation with the following problem: what are the problems were faced by the students Class XI PBS SMKN 3 Lhokseumawe in speaking English? regarding the problems that have been mentioned, the Researchers would like to formulate this research with the aim: to find out the problems faced by students Class XI PBS SMKN 3 Lhokseumawe in speaking English.

Speaking as the way of communication and it makes people who come from different countries to be comfort in making interaction and communication. Speaking is one of the most difficult aspects for students to master it.

According to Brown as quoted by Fitri (2017:2) speaking is a productive skill that can be observed directly and empirically by the listener, this observation is always complemented by the accuracy and effectiveness of the test taker's listening skills, which of course sacrifices reliability and validity. of the oral production test. This means that when we speak something can be directly measured by the listener.

Abrar et al in Ratnasari (2020:2) stated that foreign learners had spoken English all over the world. Thus, English will help people to have a conversation and to avoid misunderstanding in giving information. English in Indonesia is a foreign language where English is not the main language, but the students still can learn it, and most schools oblige students to learn it. English as a Foreign Language (EFL) students still faced some challenges, either spoken or written in learning English.

According to Brown as quoted by (Yusuf & Zuraini, 2016) speaking that is an interactive process of constructing meaning that involves producing and receiving information process.. So, that they can deliver a good communication in English. According to Vanderkevent in Kurniati (2015:5) there are three components in speaking, they were: a). The Speakers, Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer so if there are no speakers, the opinion or the feelings or the feeling won't be stated. b). The Listeners, Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing. c). The Utterances, the utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign. There are five component of language that influence speaking ability, this is occurring on Haris in Kurniati (2015:9) there are; d). Pronunciation, Thornbury in Leong (2017:3) declared that pronunciation is the lowest level of knowledge students typically pay attention to it. In order to speak English language accurately, students should master phonological rules and they should be aware of the various sounds and their pronunciations. Students should also know the stress, intonation, and pitch. All of these elements help students speak the English language easily and effectively.

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation: phonemes and supra segmental features.

From the statement above, the researchers concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand. Understanding of the features of pronunciation helps students understand when they listen to the language. It also helps them to produce the language more accurately, though students

do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended. According to James in Gilakjani (2016:2) a). learners' pronunciation has three basic level, there are: *Level 1*: people often don't understand what the speakers is saying. The speakers use the word sounds when making English word. *Level 2*: people understand what the speakers is saying, but the speakers pronunciation is not pleasant to listen to because he/she has distracting o/r and heavy accents. *Level 3*: people understand the speaker, and the speaker English is pleasant to listen to.

There are five component of language that influence speaking ability, this is occurring on Haris in Kurniati (2015:9) there are;

a). Pronunciation. Thornbury in Leong (2017:3) declared that pronunciation is the lowest level of knowledge students typically pay attention to it. In order to speak English language accurately, students should master phonological rules and they should be aware of the various sounds and their pronunciations. Students should also know the stress, intonation, and pitch. All of these elements help students speak the English language easily and effectively.

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation: phonemes and supra segmental features.

From the statement above, the researchers concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand. Understanding of the features of pronunciation helps students understand when they listen to the language. It also helps them to produce the language more accurately, though students do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended. According to James in Gilakjani (2016:2) a learner's pronunciation has three basic level, there are: *Level 1*: people often don't understand what the speakers is saying. The speakers use the word sounds when making English word. *Level 2*: people understand what the speakers is saying, but the speaker's pronunciation is not pleasant to listen to because he/she has distracting o/r and heavy accents. *Level 3*: people understand the speaker, and the speaker English is pleasant to listen to.

b). Grammar is needed for student to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton in Kurniawati (2015:5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

According to Greenbaum and Nelson in Erlangga (2019:2) grammar is a set of rules in a language that allow a person to combine several words into larger unit. It means that grammar in a language should be known well if a person wants to create understandable sentences. The unity of grammar also leans the correct way gain expertise in a language in oral and written form. Someone who mastering grammar will knows how to arrange word in sentences, the correct tenses will be used etc. So that, grammar is one of components to create a good sentence.

According to Thornbury in Leong (2017:3) students' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Students sometimes apply similar words or expressions in various contexts which do not mean similar things. So, students should be able to use words and expressions correctly.

c). Vocabulary, Rahman in Utami (2016:2) said that there are some difficulties of students in mastering vocabulary. The first are forgetting words easily, the second student's interest, and third

teaching material. From this statement it can be explained that there have been three difficulties that become problems for students including the first being easy to forget in remembering vocabulary. Some students have difficulty in remembering vocabulary because it is difficult to understand the meaning in vocabulary.

So, based on this explanation, the Researchers concluded that without mastering vocabulary sufficiently is English students will not be able to speak English or write English properly.

d. Fluency, according to Hughes in Leong (2017:3), fluency is the students' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge in Leong (2017:3) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

According to Brown in Purnawati (2013:4) fluency can be defined as the ability to speak fluently. Signs of fluency include a reasonably fast speed of speaking and only a small number pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Therefore, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches.

According to Mazouzi in Leong (2017:3) students' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help students develop their communicative competence. So they should know how the language system works appropriately.

e. Comprehension, in teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

According to Oller as quoted by (Yusuf & Zuraini, 2016) to see the students' score in speaking test is used the procedure of analytic rubric score by Oller (1979:323).

**Table 1.1** Scoring Rubric of Speaking Skill

| Component Of Speaking | Level | Score | Description  |
|-----------------------|-------|-------|--|
| Grammar               | 1     | 0-6   | Error in grammar are frequent but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language.                          |
|                       | 2     | 7-12  | Can usually handle elementary construction quite accurately but does not have through or confident of the grammar.   |
|                       | 3     | 13-18 | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participant effectively in most formal and informal conversation.          |
|                       | 4     | 19-24 | Able to use the language accurately on all levels normally pertinent to professional need. Error in grammar are quite rare.  |
|                       | 5     | 25-30 | Equivalent to that of an educated native speaker.  |
| Vocabulary            | 1     | 0-4   | Speaking vocabulary inadequate to express anything but most elementary needs.  |
|                       | 2     | 5-8   | Has speaking vocabulary sufficient to express himself simply with some circumlocutions.  |
|                       | 3     | 9-12  | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. |

|               |   |       |  |
|---------------|---|-------|--|
|               | 4 | 13-16 | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.   |
|               | 5 | 17-20 | Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idiom, colloquialism, and pertinent cultural references. |
| Comprehension | 1 | 0-4   | Within the scope of his very limited language experiences can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase                  |
|               | 2 | 5-8   | Can get the gist of most conversation of nontechnical subjects   |
|               | 3 | 9-12  | Comprehension is quite complete at a normal rate of speech   |
|               | 4 | 13-15 | Can understand any conversation within the range of his experience   |
|               | 5 | 16-20 | Equivalent to that of an educated native speaker   |
| Fluency       | 1 | 0-2   | No specific fluency description. Refer to other three language areas for implied level of fluency  |
|               | 2 | 3-4   | Can handle with confidence but not with facility most social situation, including introductions and casual conversation about current even   |
|               | 3 | 5-6   | Can discuss particular interest of competence with reasonable ease rarely has to grope for word  |
|               | 4 | 7-8   | Able to use the language fluently on all levels normally pertinent to professional needs.  |
|               | 5 | 9-10  | Can participate in any conversation within the range of the experience.  |

## RESEARCH METHODOLOGY

This research is categorized into a case study used descriptive quantitative methodology because this research was to investigate the factors of the reasons why the students rarely speaking English. Case study is a research that aims to analyze in detail and focus on students' problems in speaking English with one or more methods in their class.

According to Creswell (2009:3) Research design are plans and the procedures for research to detailed methods of data collection and analysis .It meant that the research used survey as a method to collect the data. The data gathered included speaking test data and questionnaire data, then this study described or analyzed the factors which caused the students rarely speaking English.

The design of this research is descriptive quantitative research where the researcher is designed to describe the present condition of the research subject and devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation on numerical data (numbers) are processed with statistical methods. It can be used to find patterns and averages.

The data obtained by the researcher is based on quantitative data, the researcher concludes the results of the research into descriptive form, therefore the researcher used the descriptive quantitative method in this research.

### Data Analysis Technique

In analyzing the data, the researcher used interactive model by Miles and Huberman in Sayuri (2016:6) activities in data analysis, namely: data reduction, data display, and conclusion.

Data Reduction, Reducing data means: summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary. The data that had been reduced provide a clearer picture, and make it easier for researcher to conducted

further data collection, and look for it when needed. Data reduction can be assisted with electronic equipment such as mini computers, by providing codes on certain aspects.

According to Prastowo (2012: 244) the process of data reduction is to make choices about which parts of the data are coded, which ones are discarded, which patterns are summarized by a number of scattered parts, and what stories are developing. Meanwhile, qualitative data can be simplified and transformed in various ways, such as: through rigorous selection, through a summary or brief description, classifying it in a broader pattern, and so on.

The second Data Display (Presentation of Data) After the data is reduced, the next step the researcher is going to display the data. If the data had been reduced, the next step is to present the data. Presentation of data as a set of structured information, and provides the possibility of drawing conclusions and taking action. Presentation of data is used to further improve understanding of the case and as a reference for taking action based on understanding and analysis of data presentation. The presentation of the data here is a collection of structured information that gives the possibility of drawing conclusions and taking action.

By looking at the presentations, we would be able to understand what is going on and what to do based on the understanding we get from the presentations. Several types of presentation forms are matrices, graphs, networks, charts, and so on. All of them are designed to combine organized information in a form that is coherent and easy for us to reach

The third step is conclusion. The initial conclusions put forward are still provisional, and will change if no strong evidence is found to support them at the next data collection stage. However, if the conclusions have been supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible (trustworthy).

To check validation of conclusion of this research, the researcher used the Triangulation technique. This technique also used to check the validation of conclusion of this research. The researcher used triangulation data source to check the validation of this research. Triangulation data source means comparing and cross-checking consistency of information derived at different times and by different means within qualitative method. In this technique, the researcher compared source data as follow: a). Comparing the result of preliminary research with speaking result data. b). Comparing the result of preliminary research with questionnaire test result data after then, the researcher compared between the results of preliminary research with speaking tes result data. This step did to support data, whether both of them also connected to check validation of this research. c). Comparing the result of questionnaire data and speaking test result data. d). The last step, the researcher also compared result of questionnaire with speaking test result whether both of them also connected to get more valid of this research.

In this research the data analyzed quantitatively. it means that the collecting data in this research analyzed by using the formula. Mean score ( $\bar{x}$ ) is used to find the average score of the students mastery. Winarsunu (2002: 31) gives the following formula below:

$$\bar{x} = \frac{\sum fx}{N}$$

Where: ( $\bar{x}$ ) = Mean Score  
 $\sum fx$  = Total score of all students  
 N = The number of samples

In analyzing the students' response the researcher uses the scale of measurement proposed by linket scale in sugiyono (2008:93) assumption, the criteria used as follow :

1. 4.0-5.0 = Strongly Agree
2. 3.0-3,5 = Agree
3. 2.0-2,5 = Fairly Agree
4. 1.0-1.7 = Disagree

## RESULTS AND DISCUSSIONS

The result of speaking test, the Researchers found the problems of students in speaking English, the problems are found in aspect based on the scoring rubric, namely:

### 1. Fluency aspect

The students were not fluency in speaking English. It shown that the percentage in fluency aspect was 4,23%. When the Researchers walked around the class during research time, the Researchers can hear many students mispronounce English words. And some students said : *"we do not know how to read and pronounce this word because English words are very hard to pronounce in our tounge. In the class the teacher only teach us using textbook but the teacher do not teaching us using media, such as watching film or listen to the music"*. The Researchers can concluded that to increasing the students fluency in pronunciation the teacher should teaching them using media, beacuse by using media the students can follows the actor pronunciation. The problems above can cause the students having a problem in expressing their opinion or their idea about some picture that the Researchers gave to them.

### 2. Vocabulary aspect

The students were lack of vocabulary in giving an opinion. It shown that the percentage of vocabulary aspect was 5,76%. When the Researchers asked the students how to say in English the word "menjawab", the students said they don't know they was forgotten. Some students said : *"we were lack of vocabulary because we only learning English when the teacher gave us the tasks, we do not speak English everyday in the class like the students in the boarding school, example such as : Ulumuddin. That the reason why we were lack of vocabulary."* From the statement above the Researchers can concluded that they were lack of vocabulary because they do not using English words in their daily activities.

### 3. Grammar aspect

The students were difficulties in mastering grammar. It shown that the percentage in grammar aspect was 5,84%. Rafli as the student said : *"when the teacher teaching us about grammar, we were do not response the teacher, we just sit in the back, because we know learning grammar in English is hard"*. From his statement the reseacrhre concluded that the students have difficulty in forming sentences when they were speaking English because the students were lack of motivation while learning English in classroom.

### 4. Comprehension aspect

The students understand what people said in English but they do not know how to respon them. It shown that the percentage in comprehension aspect was 7,23%. The students only can understand the words that usually the teacher used in classroom, example such as : good morning, how are you, how do you do, and etc. Based on the analysis of the students' speaking test, the Researchers concluded that the average percentage of the speaking test is 17,35 %, the percentage showed that the problems are faced by students was from many aspect, such as : Fluency pronunciation, lack of vocabulary, and mastering grammar. The Researchers detailed that the responses of the students for each item of questionnaire as follow :

1. Mean =  $\frac{(4x5)+(3x8)+(2x0)+(1x0)}{13} = 3,38$
2. Mean =  $\frac{(4x2)+(3x1)+(2x10)+(1x0)}{13} = 2,38$
3. Mean =  $\frac{(4x3)+(3x9)+(2x1)+(1x0)}{13} = 3,15$
4. Mean =  $\frac{(4x4)+(3x8)+(2x1)+(1x0)}{13} = 3,23$
5. Mean =  $\frac{(4x1)+(3x1)+(2x10)+(1x1)}{13} = 2,15$
6. Mean =  $\frac{(4x3)+(3x9)+(2x0)+(1x1)}{13} = 3,15$
7. Mean =  $\frac{(4x3)+(3x9)+(2x0)+(1x1)}{13} = 3,15$
8. Mean =  $\frac{(4x1)+(3x5)+(2x6)+(1x1)}{13} = 2,46$
9. Mean =  $\frac{(4x0)+(3x3)+(2x10)+(1x0)}{13} = 2,23$
10. Mean =  $\frac{(4x2)+(3x1)+(2x10)+(1x0)}{13} = 2,38$

11. Mean =  $\frac{(4x0)+(3x7)+(2x6)+(1x0)}{13} = 2,53$
12. Mean =  $\frac{(4x2)+(3x1)+(2x10)+(1x0)}{13} = 2,38$
13. Mean =  $\frac{(4x4)+(3x8)+(2x1)+(1x0)}{13} = 3,23$
14. Mean =  $\frac{(4x0)+(3x1)+(2x9)+(1x3)}{13} = 1,84$
15. Mean =  $\frac{(4x3)+(3x6)+(2x4)+(1x0)}{13} = 2,92$

The result of questionnaire shown that the problems faced by students, there are : first the students are not fluently pronunciation in speaking English. Second, the students are not able in mastering vocabulary or lack of vocabulary when speaking English. And the last the students are lazy to study English because they did not understand about English Lesson.

Based on the analysis of the students' questionnaire, the Researchers concluded that the average percentage of the questionnaire is 3,12%, the percentage showed that the students faced some problems in speaking English.

After the Researchers described the detail analysis of the result from instruments using, the Researchers found that the students still faced some problems in speaking English . Based on the speaking test, the students' problem in speaking English are : first, was from **Fluency aspect** there were 4,23% of students are not fluently in speaking English. When the Researchers walked around the class during research time, the Researchers can hear many students mispronounce English words. Second, was from **vocabulary aspect** there were 5,76% of students lack of vocabulary in giving an opinion. When the Researchers asked the students how to say in English the word "menjawab" , the students said they don't know they was forgotten. They were lack of vocabulary because they do not using English words in their daily activities. Third, was from **grammar aspect** there were 5,84% of students difficulties in mastering grammar, it is very difficult for students to answer when their teacher ask them to tell things in a foreign language because they have little opinions about what to say, and how to use grammar accurately. The students have difficulty in forming sentences when they were speaking English because the students were lack of motivation while learning English in classroom. The last, was from **comprehension aspect** there were 7,23% of students understand what people said in English but they do not know how to respon them. The students only can understand the words that the teacher used usually in classroom.

After described the result of speaking test, the Researchers would like to presented the analysis and discussion about the questionnaire. The result from students' questionnaires, the Researchers can concluded that : first, the students are not fluently pronunciation in speaking English based on questionnaire at point 14. Second, the students are not able in mastering vocabulary or lack of vocabulary when speaking English based on questionnaire at point 5.

And the last the students are lazy to study English because they do not understand about English Lesson and students are lack of motivation in speaking English based on questionnaire at point 9-10, doing intership can not increase their motivation to learning English, especially in speaking English.

## CONCLUSION

Based on the result and discussion of the research there were some conclusions, they are: Based on the speaking test, the students' problem in speaking English were: first, was from **Fluency aspect** there were 4,23% of students are not fluently in speaking English. When the Researchers walked around the class during research time, the Researchers can hear many students mispronounce English words. Second, was from **vocabulary aspect** there were 5,76% of students lack of vocabulary in giving an opinion. When the Researchers asked the students how to say in English the word "menjawab" , the students said they don't know they was forgotten. They were lack of vocabulary because they do not using English words in their daily activities. Third, was from **grammar aspect**

there were 5,84% of students difficulties in mastering grammar, it is very difficult for students to answer when their teacher ask them to tell things in a foreign language because they have little opinions about what to say, and how to use grammar accurately. The students have difficulty in forming sentences when they were speaking English because the students were lack of motivation while learning English in classroom. The last, was from **comprehension aspect** there were 7,23% of students understand what people said in English but they do not know how to respon them. The students only can understand the words that the teacher used usually in classroom. Based on the analysis of the students' speaking test, the researcher concluded that the average percentage of the speaking test is 17,35 %, the percentage showed that the problems are faced by students was from many aspect, such as : Fluency pronunciation, lack of vocabulary, lack of motivation in mastering grammar. The external students' problems in speaking English based on the questionnaire. The students are lazy to study English because they did not understand about English Lesson . The students are lack of motivation in speaking English. Based on the analysis of the students' questionnaire, the researcher concluded that the average percentage of the questionnaire is 3,12%, the percentage showed that the students faced some problems in speaking English.

## References

- Fitri., Komariah., Heriansyah., (2017) . *Improving Students' Speaking Skill By Retelling Technique Using Video (An Experimental Study at the Second Grade Students of MTsN Kuta Baro Aceh Besar)*. Research in English and Education Journal. Vol 2, No 3.
- Ratnasari. (2020) *EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department*. Journal of Foreign Language Teaching and Learning. Vol 5, No 1.
- Kurniati., Eliwarti., and Novitri A., (2015). *Study on The Speaking Ability of the Second Year Students of Smk Telkom Pekanbaru*. Journal Online Mahasiswa. Vol 2, No 2.
- Leong & Ahmadi (2017) *An Analysis of Factors Influencing Learners' English Speaking Skill*. International Journal of Research in English Education. Volume 2, Issue 1.
- Gilakjani, A.P. (2012). *The Significance of Pronunciation in English Language Teaching*. Language Teaching Journal, 5(4): 96-107.
- Kurniawati., Eliwarti., and Novitri A., (2015). *Study on The Speaking Ability of the Second Year Students of Smk Telkom Pekanbaru*. Journal Online Mahasiswa. Vol 2, No 2.
- Purmawati, Inayah (2019) *Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication*. Journal of English Language Teaching in Indonesia. Vol 7, No 2.
- Zuraini., Misnawati., Nofriati, eli., (2020). *Empowering Speaking Skill through Microsoft Office 365 as a Learning Medium During a Pandemic Covid 19*. Proceeding of the 1<sup>st</sup> International Conference on Research in Social Sciences and Humanities (ICRSH 2020). Advances in Social Sciences and Humanities Research, volume 584. Atlantis Press.
- Yusuf, Q., & Zuraini. (2016). *Challenges in Teaching Speaking to EFL Learners. Teacher'S Efforts To Overcome Students' Difficulties in Reading Comprehension*.